

CHAPTER ONE

INTRODUCTION

1.1 General Background

Grammar is one of the aspects of language which especially concerns with combination and ordering of words into sentences using appropriate rules. It checks the language from being deviated and makes languages understandable and meaningful. It means with the help of grammar we can arrange morphemes into words, words into phrases, phrases into clauses, clauses into sentences and sentences into a meaningful paragraph using rules and principles of a language. In this way grammar is a backbone of language. According to Lado (1961, p. 144) "Grammar governs the central role of an utterance". His definition clarifies that for constructing the correct patterns of any component grammatical rules have the inevitable role.

Likewise in Chomsky's (1957, p. 25) words:

Any grammar of a language will project the infinite and some what accidental corpus of observed utterances, a set (presumably finite) of grammatical utterances. In this respect, behaviours of speakers, who on the basis of a finite and accidental experience with language can produce or understand infinite numbers of new utterances.

Similarly, Harmer (1987, p. 1) defines grammar as "the way in which words change themselves and group together to make sentences." It means grammar is the way which helps to change, combine and manipulate the language. Supporting above definition Thornbury (1999, p. 15) says "Grammar is a kind of sentence making machine." It is a set of formal patterns in which words of language are arranged to convey meaning. It is the level of linguistics which is concerned with the description, analysis and formalization of formal language pattern. In conclusion, grammar is very much essential set of rules to the foundation of language development which is responsible in the development of accuracy as well as fluency in speaking and writing

a language. A teacher can present it as a fun activity by using an appropriate method and technique.

Grammar is central to the teaching and learning of languages. It is also one of the difficult and controversial aspects of language teaching. It is often misunderstood in language teaching field. The misconception lies in the view that grammar is a collection of arbitrary rules about static structure in the language. Anyway, grammatical rules are essential for the mastery of language. A sound knowledge of grammar is essential if pupils are going to use language creatively. Some experts say that knowledge of grammar is inevitable for systematic analysis of language forms and to develop accuracy. Ur (1996, p. 76) also talks about controversial nature of teaching grammar in the following way:

The place of grammar in the teaching of foreign language is controversial. Most people agree that knowledge of a language means, among other things, knowing its grammar; but this knowledge may be intuitive (as it is in our native language) and it is not necessarily true that grammatical structures need to be taught as such, or that formal rules need to be learned or is it?

Thornbury (1999, p.15) gives seven arguments for including grammar in language teaching.

a) The Sentence Machine Arguments

Grammar has finite sets of rules but which are used to generate a potentially enormous number of original sentences. So, grammar is a kind of sentence making machine.

b) Fine-Tuning Arguments

Teaching grammar develops the learner's correct sentence and structure making habits. If there is a mistake or ambiguous words or sentences, learners can correct them easily.

c) The Fossilization Argument

Without mastery of grammar the linguistic competence stops to develop. So grammar teaching is necessary.

d) The Advance-Organizer Argument

According to this argument if the learner learns formal system of language from the very beginning, they will progress in the use of language for their later acquisition of language.

e) The Discrete Item Argument

This arguments advocates that there is infinite number of sentences in language but these can be cut into different grammatical items so that there will not be any misunderstandings for learning language.

f) The Rule-of-Law Arguments

The need of rules, order and discipline is particularly acute in large classes of unruly an unmotivated teenagers. In this kind of situation grammar offers the teacher a structured system that can be taught and tested in methodical steps.

g) The Learner Expectations Argument

Because of the learners' expectations grammar is put in language teaching to learn grammatical items. Most of the learners want to develop their grammatical competence in a particular language.

1.1.1 Importance of Teaching Grammar

Though the issue of whether or not to include explicit grammar instruction into a foreign language course is still a controversy, the inevitable role of grammar in language teaching cannot be phase out yet. Richards et al. (1985, p. 49) define grammar in such a way that grammar is a description of the structure of a language

and way in which linguistic units such as words and phrases are combined to produce sentences in the language. Grammar helps in the production of infinite number of new sentences. To get mastery over any language one needs to know its underlying grammar. So grammar is the basis for its production of any correct utterances which make the language meaningful. It is necessary to monitor the learner's performance. Grammar enables learners to use the language accurately and appropriately in the meaningful language background. In this way grammar is necessary for language teacher. Language and grammar are inseparable. Grammar checks the language from being deviated and makes languages understandable and meaningful. So, the importance and necessities of grammar teaching are innumerable. We can not limit them in a line or a paragraph but some of them are listed as follows:

-) Grammar helps the students to develop accuracy. Without grammar, their language will be labeled as incorrect.
-) "Research suggests that learners who receive no grammar instructions are at the risk of fossilizing sooner than those who receive" (Thornbury 1999, p. 16).
-) Grammar helps in fine tuning the language noticing the structures in use and organizing learning.
-) Grammar can be interesting in itself, students can find the intrinsic interest in grammar.
-) It is taught to develop communicative efficiency.

In this way grammar helps the students to develop their communicative efficiency by making them confident in the language.

1.1.1.1 Teaching Grammar Through Text

Grammar is the engine behind the language. It is what makes the rest of the language link together. Although it is a highly abstract and complex aspect of language, the learner needs to acquire it if he wants to use the language for communication.

Teaching of any language is the teaching of its grammar. However the position of grammar in teaching of a foreign and second language has shifted dramatically in the

last three decades. It has been understood and defined differently over time. As a result there has been a great change in teaching methodology.

Language is context sensitive. It means without context, it is very difficult to find out the intended meaning of even a single word or phrase. As decontextualised words and decontextualised sentences lose their meaning, it is same in the case of texts. It means the text without its context may be difficult to interpret. Likewise teaching grammar without its context may have the same result. Although grammar has traditionally been analyzed and taught at the level of sentence but real grammar can not be taught in isolation. If we decontextualise the grammar we will find the doubtful value. Thornbury (1999, p. 71) says that "decontextualising of grammar often results in practice exercises that are of doubtful value."

Grammar in context is a creation against the "focus on forms" format of traditional language teaching syllabi that present discrete units that focus on a particular grammar point. It can be used for students to develop and consolidate grammar conventions, introduced through variety of literary and factual text types and assists them to use language more effectively in their own writing. Nunan (1998, p. 101, 104) feels that this strictly linear approach to language learning which entails acquiring one grammatical item at a time before moving on the next is an unrealistic view of how any student learns a second language. He advocates an organic approach that encourages students to become active explorer of language. Some of the operational principle of Nunan's organic method of teaching grammar in context are as follows:

-) Expose learner to many examples of authentic language.
-) Provide them with opportunities to use language that they have not been exposed to or have not practiced in any systematic way.
-) Give them opportunities for collaborating with other students and comparing their efforts.
-) Let them revise and compare their final efforts with language in the original text.

In this way, this approach highly emphasizes on implicit grammar instruction.

With teaching grammar in context, Weaver (1979) extends her philosophy by offering teachers a rational and practical ideas for teaching grammar not in isolation but in the context of writing.

Teaching grammar in context fills a long standing gap in the literature on teaching writing. It will prove invaluable to all practicing and pre service teachers especially those at the middle and high school levels where grammar is taught most intensively. It enables the students to see structures functioning in an authentic context.

To teach grammar through texts is a good way to get students attention in a class, but how to select an attractive and suitable text for students will be a challenge for teachers. "There are advantages and disadvantages of both type of texts. Depending on the situation the teachers can decide the type of texts that will be appropriate for the learners" (Neupane 2009, p. 113). To teach grammar through dialogue is a practical way of teaching it. Use of the practical sentences in teaching students and letting them practice through the daily conversation in making them familiar with the grammar will be an efficient way. Then to teach grammar through picture can be the effective way especially for the children but it will be hard for teachers to draw the picture of abstract ideas such as temperament, knowledge, virtue and information.

Text based grammar lessons follow a guided discovery approach and students are able to find out about the language themselves. So, it is the design of the tasks that guides students to an understanding of the target grammar point. The key strength of the text based approach is that the students can see examples of target grammar points in context by the use of text. It gives students the feeling that they are working through a step by step process and hence, its lessons are likely to appeal to students like a clearly structured approach to learning grammar. It is almost student centered approach.

Teaching grammar through context is entirely for the students and to the students and the exercises are also done by the students. So the students centered meaning of form tasks give students useful thinking time and allow them to process information about

the language. As a result of this thinking time, students often have questions. The teacher can deal with these questions during monitoring when students are working on the meaning and form tasks. According to Thornbury (1999, p. 72) "A text based approach involves looking at language when it is doing work". Various text from different sources can be chosen which help to enable students to uplift not only their grammatical concepts but also learning by searching and doing capacities can be developed in the students.

Teaching grammar through text providing meaningful context is suited to working with course books as they often present new language in texts. Some may also provide meaning and form tasks that students and teachers can use. It helps students to identify the grammatical rules and structures from outside study and the extra curricular materials such as journals, newspapers and literary books. Teaching grammar through text may help some students to think about text. They find outside the classroom as a source of grammar. Consequently the students may gain a strong creative power to analyze and describe the extra curricular materials and to identify the grammar used in it. For this purpose, the teacher may need to use the text outside from the curriculum to enhance the broad grammatical power of the students.

In the context of our country the secondary grade curriculum of English has highly appreciated the text based approach in teaching grammar. Earlier the grammar was taught by deductive method which became failure. Parrot learning and learning by heart the grammatical structures gave negative intent to the students. Learning a formula and doing small task by its consequence narrowed the broad concept of grammar. The interesting grammatical materials were taught in boring way. So the intellectuals, professors and other curriculum designers felt the need of an immediate change in curriculum and to put the text based approach in the curriculum in secondary, intermediate, bachelors and in all higher grades. In the context of secondary level, a text is given in each chapter which gives the knowledge of philosophy, morals and other important concepts that are required in human life. After it there is given a topic called 'time for grammar' in each chapter which tries to accomplish the students active in grammatical concept according to the learned text.

So in this curriculum the grammatical concepts are not taught according to the rules and structure of grammar but according to the text which the students have learned just before.

Text-based approach of teaching grammar is the most modern, student-centered effective and nearly inductive way of teaching grammar. But most of the teachers do not like it in practice. Celce-Murcia and Hilles (1988, p.8) says "unfortunately grammar is often taught in isolated, unconnected sentences that give a fragmented and unrealistic picture of English and make it difficult for students to apply what they have learned in actual situation." This approach tries to enable the inner power of students. It develops not only the thinking power but also the correct writing, reading and pronunciation abilities. While reading many texts, it is certain that students gain good reading skills, before going to the grammar, students get opportunities to write question answers from the text which will develop the writing skills and further more students get chances to read the text with correct pronunciation, they get chances to see the punctuation and other grammatical factors involved in the text. Finally, students get opportunity to be focused in the grammatical view by 'time for grammar'. This uplifts the status of the students to recognize the different patterns of grammar. By its consequence, students always become aware about the grammatical structures and rules so that they can find out different grammatical patterns and rules from the extra materials out from the curriculum such as newspapers, journals, internet etc. So the text based approach develops the overall grammatical concepts to the students in very energetic and interesting way.

1.1.1.2 Sources of Text

Sources of text means the way from which a good and accurate text can be found to teach the students by relating their real life situation. But a text based approach to grammar is not without its problems which are related principally to the choice of texts. Thornbury (1999, p. 72) has very clearly presented that there are at least four possible sources of texts. They are:

-) Course book
-) Authentic sources: newspapers, songs, literary text, internet etc.
-) Teacher
-) Students

a) Course book

Course book is one of the most sources of text where the specific features of grammar are displayed.

b) Authentic texts

Authentic texts are newspapers, songs, literary text, etc. They provide the real life situation to the learner for learning grammar but while selecting authentic sources the teacher should be careful about the level of students. The linguistic load of unfamiliar vocabulary and syntactic complexity can make such text impenetrable and ultimately very demotivating.

c) Teacher

Teacher is another source of text. The teacher's story, the teacher's travel plans, etc are much more interesting to the students than those of a character in a course book.

d) Students

Finally students themselves are able of producing text. The topics that learners raise in the classroom are more likely to be remembered than those of other sources.

As conclusion Thornbury says that the implications of this context sensitive view of language on grammar teaching are

-) Grammar is best taught and practiced in context.
-) This means using whole text as context for grammar teaching.

1.1.1.3 Aims of Text Based Grammar Teaching

Everything has certain goals or objective, likewise text based grammar has some aims/objectives. The aims given in ESOL Teaching English Skills Taskbook, 2010, are as follows:

-) To check students' understanding of the context that the target grammar comes from.
-) To focus students on the grammar that is to be clarified.
-) To ensure that the students understand concepts associated with the grammar (e.g. time, reference, intention etc.) and the way it is used in native speaker's language.
-) To ensure that the students understood the component parts of the grammar and how it is put together.
-) To give very controlled oral practice of phonological features of the grammar.
-) To provide opportunities for the students to use the new language in a variety of contexts.

To fulfill these objectives the following steps are given:

1.1.1.4 Steps of Text Based Grammar Teaching

For teaching grammar through text, a teacher can use different steps. The text based approach of teaching grammar takes students as the active participants in learning grammar. So students are the main actors in going through any steps. They listen to the context of the target grammar and underline them that they check the meaning forms and pronunciation of grammar.

To fulfill the given objectives the following steps are given:

-) Students read or listen to the text that contains the target grammar.
-) Students highlight the target grammar in the text.
-) Students check the form of target grammar

-) Students check the meaning of the target grammar.
-) The teacher highlights the pronunciation of the target grammar.
-) The teacher provides controlled to free practice of the target grammar.

(cited in ESOL Teaching English Skills Taskbook online. 24 September 2010 retrived on [http//www.languages.ac.nz](http://www.languages.ac.nz).)

Every way of teaching has a number of prose and cons. Likewise, text based approach of grammar also can not be free from that point.

Thornbury (1999, p. 90) gives some of the advantages and disadvantages of this way of grammar teaching which are as follows:

-) Texts provide co-textual information, allowing learners to deduce the meaning of unfamiliar grammatical items from the co-text.
-) Authentic text can show how the item is used in real communication.
-) As well as grammar input, texts provide vocabulary input, skills practice, and exposure to features of text organization.
-) Their use in the classroom is good preparation for independent study.
-) If the texts come from the students themselves, they may be more engaging and their language features therefore more memorable.

Texts not only provide the profits for grammar teaching but they also have some problems which are as follows:

-) The difficulty of the text, especially an authentic one, may mean that some of the above advantages are lost.
-) The alternative – to use simplified texts – may give a misleading impression as to how the language item is naturally used, again defeating the purpose of using texts.
-) Not all texts will be of equal interest to students.

) Students who want quick answers to simple questions may consider the use of texts to be the 'scenic route' to language awareness and would prefer a quicker, more direct route instead.

In this way there are both advantages and disadvantages of using text for teaching grammar. Depending on the situation the teacher can decide the type of text that will be appropriate for the learner.

1.2 Review of Related Literature

Several studies have been carried out up to now regarding grammar teaching nationally and internationally. Some of them are as follows:

Pienemman (1984-89) carried out a research to investigate how effective the EGI (Explicit Grammar Instruction) in teaching grammatical features to EFL students can be. He concluded that EGI is effective when teaching that are stage-appropriate. For example, a learner will succeed in mastering structural forms of stage X only when the current stage of the learner is at stage X +2 (as cited in Bhandari, 2006).

Karki (1990) carried out a research entitled "Teaching Subject-Verb Agreement Inductively and Deductively". The aim of his study was to find out the relative effectiveness of two methods: inductive and deductive for teaching subject verb, agreements in English. Pre-test and post test were the major tools for data collection. Results of two test were compared and it was found that inductive method is relatively more effective than the deductive method.

Sharma (2000) carried out a research entitled "Teaching English Inductively and Deductively". The aim of his study was to find out relative effectiveness of two method for teaching reported speech in English. Pre and post test were the major tools for data collection. Result of two test were compared and it was found that deductive method was more effective than inductive method.

Rawal (2004) carried out a research study in titled "The Effectiveness of Drill Technique in Teaching Passivization". The objective is to find out the effectiveness of drill technique in teaching passivization; drill technique is more effective than other techniques included in the textbook.

Similarly, Panta (2004) carried out a research study on "A Study on the Effectiveness of the Discovery Technique in Teaching Sub-verb Agreement: A Practical Study in Grade Nine". The aim of this study was to find out effectiveness of discovery teaching in teaching sub-verb agreement. The finding of it shows that the students taught discovery technique were relatively more effective than those taught through explanation.

Pandey (2004) recently carried out a research entitled "The Effectiveness of Language Games in Teaching Grammar for Grade Ten". He found that teaching grammar through games was better than without it.

Bhattarai (2006) carried out a research entitled "Effectiveness of EEE (Exploration, Explanation and Expression) Method in Teaching Reported Speech in English". It was found that EEE method was more effective for teaching reported speech than the teaching method used traditionally.

Paneru (2009) carried out a research study entitled "Use of Computer for Teaching English Grammar". The objective of this study was to find out the effectiveness of the use of computer in teaching grammatical items. And it was found that teaching grammar through computer was more fruitful than teaching without it.

Similarly, Sah (2010) recently carried out a research study entitled "Effectiveness of Teaching Grammar through Inductive Method". The objectives of this study was to find out the effectiveness of the inductive method in teaching grammar. It was found that teaching grammar through inductive method was more fruitful than traditional method.

Although many studies have been done in the field of techniques, methods and approaches of teaching grammar. Some are related to inductive method some are related to deductive some are with discovery technique and so on but no research has yet been carried out on "Effectiveness of Teaching Grammar Through Text". In this study, the researcher attempts to find out the effectiveness of using text for teaching grammar at secondary level.

1.3 Objective of the Study

The objectives of the present study are as follows:

- a) To find out the effectiveness of text in teaching grammar of the English language.
- b) To suggest some pedagogical implications on the basis of the findings of the study.

1.4 Significance of the Study

The findings of the study will be beneficial to subject experts, curriculum designers, textbook writers, language trainers and to all who are keenly interested in teaching and learning grammar through text. More specifically the study will be significant to those teachers and students who are directly and indirectly involved in teaching and learning of English grammar.

1.5 Experimental Research

Experiment is a plan or blueprint for experimentation. It is a sophisticated technique for problem solving that provides a logical and systematic way to answer the questions. It is scientific test that is carried out in order to study what happens and to gain new knowledge. It consists of control and experimental groups to which all subjects are tested before and after the treatment or intervention to the experimental group. So, it is the most sophisticated, exact and powerful method for discovering and developing an organized body of knowledge. According to Kumar (1999, p. 88) " if a

relationship is studied in the first way, starting from the cause to establish the effects, the study is classified as an experimental one."

The experimenter manipulates certain stimuli or treatment and observes how the condition or behaviour of the subject is affected or changed. Their manipulation is deliberate and systematic. "Experimental design is the blueprint of the procedures that enable the researcher to test hypothesis by reaching valid conclusions about relationship between independent and dependent variables" (Best and Kahn; 2007, p. 177). Although the experimental research finds its greatest utility in laboratory, it has been effectively applied within non laboratory settings such as the classroom where significant factors or variables can be controlled to some degree.

In this research, subjects are randomly selected and assigned to the groups. The group will be a controlled group and a treatment group. There is the provision of both pre-test and post-test. The pretest is administered to capture the initial differences between the groups. In this way, it is a systematic and a logical method of testing certain hypothesis or verifying existing body of knowledge. It is directed towards the causal relationship and the change resulted from the treatment.

Anyway, to conduct the experimental research the present researcher has to create the artificial situation, for example if she wants to conduct the research in the classroom dividing the students into two groups, then she tries to teach one group of students by using the text for teaching grammar and to another group of students by using the individual grammatical structure. After teaching for a certain period the researcher tests both the groups of students by using same sets of questions and tries to find out the effectiveness of text in grammar teaching.

The main purpose of experimental research is to find out the magnitude of the relationship between two or more variables either by testing the hypothesis or by verifying the existing or established theory. So to find out the cause effect relationship shared by dependent and independent variables we can use experimental research.

1.5.1 Designs of Experimental Research

The researcher uses a lot of designs for experimental research. According to Best and Kahn (2007) three experimental designs are discussed below:

a) The Post-Test Only Equivalent Groups Design

In this design population is randomly selected and assigned to controlled and treatment groups. Then, the experimental group is treated by introducing the change variable but the control group is taught the same set of concept, without any new variable post test is administered and the difference between the mean score of experimental and control groups are subjected to the statistical analysis. This design is one of the most effective to save time and money. This can be shown diagrammatically as below:

R X O₁

R C O₂

b) The Pre-Test-Post-Test-Equivalent-Groups Design

This design is similar to the previously described design, except the pretests are administered before the application of the experimental and controlled treatments. The pre-test is administered to find out the initial differences whereas, post-test differences would not be due to initial differences prior to training. Finding of study is derived by subtracting the score obtained by the controlled group with the experimental group. This can be diagrammatically presented as below:

R O₁ X O₂

R O₃ C O₄

c) The Solomon Four-Group Design

In this design subjects are randomly selected and assigned to four groups. Two groups receive the experimental treatment whereas the two groups do not. One experimental and controlled group receive the pre test but all the four groups get the opportunity of post-test. This design has nothing new but it is the combination of above two designs.

Solomon has presented his design diagrammatically as below:

R O ₁	X	O ₂
R O ₃	C	O ₄
R	X	O ₅
R	C	O ₆

As a conclusion, experimental research is the most powerful method of discovering and developing a body of knowledge about the prediction and control of events. The experimental method has been used with some success in the school classroom, where to some degree, variables can be controlled. Its purpose is to evaluate educational aims and objectives, establishing cause effect relationship.

Among above three designs this study will be based on the second design 'pretest posttest equivalent group design.'

CHAPTER TWO

METHODOLOGY

This chapter deals with the methodology adopted during the study. The study was conducted as follows:

2.1 Sources of Data Collection

The researcher used both primary and secondary sources for the collection of data.

2.1.1 Primary Sources of Data

This study is mainly based on primary source of data. Thirty students studying at Shree Mahendra Secondary School, Ithari-2, Sunsari were taken as the primary source of data for the completion of this research.

2.1.2 Secondary Sources of Data

The secondary sources of this research were various books, e.g. Thornbury (1999), Celce-Murcia (1999) Harmer (1991) Ur (1996), Journals of NELTA, theses approved by the department of English Education, internet and other researches of this area.

2.2 Population of the Study

All the secondary level students of the government aided schools throughout Sunsari district were the population addressed by this study.

2.3 Sampling Procedure

The researcher selected Shree Mahendra Secondary School of Ithari, Sunsari by using non-random judgemental sampling procedure. The same procedure was used to select students. Thirty students of grade nine were taken for the study and administered the pretest to find out the current level of proficiency of the students and ranked them on

the basis of the mark they obtained. She divided the students into controlled and experimental group on the basis of pre-test rank.

2.4 Tools for Data Collection

The main tool for the collection of data was test. The test items were designed to find out effectiveness of text for teaching grammar. The researcher selected three different texts from the English book of grade nine. The text is followed by both objective and subjective type of questions such as multiple choices; fill in the blanks, true or false, letter writing, writing instruction and transformations. The researcher used the same set of questions to the both groups; experimental and controlled and both pre-test and post-test. The test items were designed or selected considering the difficulty level of the students. The length of the test items was managed in such a way that they could read and answer the questions of the text within three hours.

A pilot test was administered on five students of Janasahayog Higher Secondary School of Sunsari to ensure the length of the test paper, ability of the students and appropriateness of the test items. On the basis of the result of the pilot study the test items were finalized.

2.5 Procedure for Data Collection

The researcher used the following procedures to collect the data from the primary sources.

- i) The researcher visited the selected school and asked the authority for permission to carry out the research explaining the process and purpose of the research.
- ii) After getting permission from the head teacher, she consulted the English teacher of grade 9 and requested him to inform and convince the sample for taking part in research.
- iii) The researcher developed the test items for pre-test and post-test and lesson plans for teaching. The pre-test was administered to identify the level of proficiency of students in grammar (tense, conditional and imperative).

- iv) The students were ranked in position on the basis of pre-test result. They were divided into two groups: controlled and experimental on the basis of odd-even ranking of the individual scores. The group division on the basis of ranking was as follows:

Pre-test	Group A	Group B
1-16	odd	even
16-30	even	odd

- v) The students of both groups were taught the same teaching items. The teaching items were selected from grade 9 English textbook published by curriculum development center.
- vi) The experimental group was taught grammatical items through text following the steps of text based grammar teaching. On the other hand, the controlled group was taught with individual grammar structures. Both groups were taught simultaneously. Each group was taught for six days a week. Each of them was taught 20 periods altogether.
- vii) After teaching 20 periods, a post-test with the same set of questions was administered. Then the result of pre-test and post-test was compared for determining the effectiveness of text in teaching grammar at grade 9.

2.6 Limitations of the Study

This study had the following limitations:

- The study was limited to only one school Shree Mahendra Secondary School Ithari, Sunsari. It did not represent all the secondary schools throughout the country.
- Only the 9th graders of school was included as the sample of this study.
- The data were collected from only thirty students of grade nine.
- The students were taught 20 classes.

- e) This study was only based on certain grammatical items such as tense (simple present, present progressive, simple future and future progressive) conditional and imperative sentences.
- f) Grammatical item was taught through text in one group (experimental group) and with individual sentences in another group (controlled group).

CHAPTER THREE

ANALYSIS AND INTERPRETATION

Analysis and interpretation is one of the most important stage to be dealt with at the process of writing thesis. This chapter deals with the analysis and interpretation of data. The data were collected and tabulated systematically from the primary sources. The primary sources were the students of grade nine of Mahendra Secondary School Ithari-2, Sunsari. The record of student's performance (i.e. the result of pre-test and post-test) is analyzed from different angles to find out the effectiveness of using text for teaching grammar. The data have been categorized into three main headings and analyzed separately.

3.1 Holistic Comparison

3.2 Item Wise Comparison

The data under this heading are grouped as follows:

3.2.1 The result in tense (simple present, present progressive, simple future and future progressive)

3.2.2 The result in conditional

3.2.3 The result in imperative

3.3 Group Wise Comparison

While analyzing the data, the individual score of both tests (pre-test and post-test) have been taken and tabulated groupwise.

Then the average score of both groups on the two tests is determined. If the difference is greater than five, it shows the improvement in learners study during the teaching.

Then, the result is converted into percentage. The two groups have been compared on the basis of that percentage.

The group, which has got higher percentage (increment percentage) has been considered to be a better than the group which got lower percentage. The same materials, medium and time were used for both groups only with variation in the

technique. i.e. experimental group was taught grammar using text where as controlled group was taught grammar with individual sentence structures.

The analysis and interpretation of the study are given below: (Note: Group A means the group that was taught using text and group B means the group that was taught with individual sentence structures.

3.1 Holistic Comparison

In this comparison, the results of group A and group B regarding the three grammatical items, tense, conditional and imperative are shown in a single table.

This comparative chart shows the average increment percentage of group A and group B.

Table No. 1

Comparative Result of Average Increment Percentage of Group A and Group B

Tables	Grammatical Items	Group A in %	Group B in %	Difference between A and B
1	Tense (simple present, present progressive, simple future, future progressive)	15.17	11.01	4.06
2	Conditional (type one, two, three)	13.05	8.29	4.76
3	Imperative	13.36	0.29	13.10
Total Increment		41.58	19.56	21.92
Average Increment		13.86	6.52	7.30

In this way, the above chart shows that the average increment percentage of group A is 13.86 in different categories of English grammar i.e. tense, conditional and imperative. Whereas group B has 6.52 average increment percentage. It is less than that of group A. The difference between A and B is 7.30. It indicates that, the experimental group has learned relatively better in grammar than group B on the whole.

3.2 Item Wise Comparison

3.2.1 The Result in Using Text for Teaching Tense

Table No. 2

Result of Teaching Tense

Group	Average score in pre-test	Average score in post-test	D	D%
A	18.06	20.80	2.73	15.17
B	18.46	20.33	1.86	11.01

This category consisted of 4 different teaching items i.e. simple present, present progressive, simple future, and future progressive. All together they carried 35 marks. The above table shows that group A has the average score of 18.06 in the pre-test and 20.80 in the post-test. This group has increased its average mark by 2.73 or 15.17 in percentage.

Group B has the average score of 18.46 in the pre-test and 20.33 the post-test. This group has increased its mark by 1.86 or 11.01 in percentage.

It shows that the former group has increased its mark with a little bit higher percentage than that of the latter. Therefore, group A learned this category slightly better than group B.

3.2.2 The Result in Using Text for Teaching Conditional Sentences

Table No. 3

Result of Teaching Conditional Sentences

Group	Average score in pre-test	Average score in post-test	D	D%
A	17.33	19.53	2.20	13.058
B	17.06	18.33	1.13	8.29

This category consisted of 3 different types of conditional sentence i.e. conditional type 1, type 2 and type 3. Altogether they carried 30 marks. Both subjective and objective test items were included. The above table shows that the average score of group A is 17.33 in the pre-test and 19.53 in the post-test. This group has increased its mark by 2.20 or 13.05% in the post-test. Likewise group B has the average score of 17.06 in pre-test and 18.33 in the post-test. The mark has increased by 1.13 or by 8.29 in percentage.

It shows that the increase in the mark of the former group is better than that of the latter group.

3.2.3 The Result in Using Text for Teaching Imperative

Table No. 4

Result of Teaching Imperative

Group	Average score in pre-test	Average score in post-test	D	D%
A	21.53	23.13	1.60	13.36
B	20.46	21.86	0.06	0.29

This category consisted of both subjective and objective test items all together they carried 35 marks. The above table shows that group A has obtained average score of 21.53 in the pre-test and 23.13 in the post-test. The average score has increased by 1.60 in the post test or 13.36 in percentage. Group B has the average score of 20.46 in

percentage in the pre-test and 21.86 in the post-test. Their mark has increased by 0.06 or 0.29 in percentage.

In the above table the 'D' of group A is 1.60 and the 'D' of group B is 0.06. The percentage of group A is greater than the percentage of group B. Therefore, group A learned better than that of group B.

3.3 Group Wise Comparison

Table No. 5

Total Score of Group A and Group B in Pre-Test and Post-Test

Group	Total score in pre-test	Total score in post-test	D	D%
A	854	956	102	178.95
B	860	915	55	104.90

This category consisted of 100 marks. Both subjective and objective type of tests were included. The above table shows that the total score of group A has 854 in pre-test and 956 in post-test. This group has increased its marks by 102 or 178.95 in percentage. The total score of group B has 860 in the pre-test and 915 in the post-test. This group has increased its marks by 55 or 104.90 in percentage.

It shows that group A learnt more effectively than group B. The difference score of group A is 102 between the two tests. Thus, the increase is significant one.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The main focus of this study was to measure the effectiveness of teaching grammar through text. The researcher selected Shree Mahendra Secondary School of Sunsari district. She took pre-test to the students of grade IX of that school and divided them into two groups on the basis of their individual marks obtained in pre-test. The researcher taught each group separately for 20 days. Each group was taught to read the text and do the activities separately. The test paper was selected from unit one, unit three and unit five of grade nine English text book. The test items were assigned to both groups but the technique was quite different. In other words, group A was taught grammar with the help of text whereas group B was taught grammar with individual sentence structure. At last, the post-test was conducted on two groups separately. The findings of this study have been determined on the basis of the results of pre-test and post-test of two groups.

4.1 Findings

On the basis of analysis and interpretation of the data, the following findings are drawn:

- 1) On the whole, text based approach has been found to be relatively effective for teaching grammar. The progress is seen in favor of experimental group. Group A has the higher increment percentage of 41.58 where as group B has 19.56. So text based approach of grammar teaching is better than using individual sentence structures. (see table one)
- 2) Group A has 13.86 average increment percentage and Group B has 6.52 average increment percentage. So Group A has greater average increment percentage than Group B by 7.30 in holistic comparison.
- 3) Group A has the average increment percentage of 15.17 on the tense category whereas Group B has the average increment percentage of 11.01 in the same category.

- 4) Likewise, Group A has greater average increment percentage than Group B by 4.76 in conditional, it means Group A has the average increment percentage of 13.05 on the conditional whereas Group B has the average increment percentage of 8.29 in the same category.
- 5) Similarly, Group A has the average increment percentage of 13.36 on the imperative whereas Group B has the average increment percentage of 0.29 in the same category.
- 6) The findings of this study have been determined on the basis of the result of the 'group' rather than the responses of the individual students. The result of the post-test shows that both groups are benefited. Comparatively, the group which was taught through text (Group A) was found to perform better in all of the cases.

4.2 Recommendations

On the basis of above findings the following recommendations are made.

- 1) If the text based approach in grammar teaching is applied for long time then the effective result can be achieved.
- 2) This research shows that, somebody who wants to teach grammar, it is better to adopt the text based approach of grammar teaching because it has already been proved that the students who were taught this way got better percentage over individual sentence structures.
- 3) In general, the researcher would like to suggest that if all English teachers involved in teaching English in secondary level throughout the country apply text based grammar teaching technique in their teaching, the whole English language teaching in general and teaching grammar in particular will be qualitative.
- 4) The textbook writers should include many texts like songs, poems, stories, dialogues etc. in their textbook by providing the real context. So that, the teacher can present the grammatical items by involving the students in reading such interesting texts.

- 5) The syllabus designers and methodologists should encourage to the use of text in teaching grammar because if the texts are authentic they can show how the grammatical items are used in real communication.
- 6) The teacher should encourage the students to learn grammar with their own situation. If the texts come from the students themselves they may be more engaging and their language features therefore more memorable.

This research was limited only to the thirty students of a public school of Sunsari district. Therefore, it can not be claimed that the findings of this research are applicable for all schools and all institutions of Nepal. It can not be said that the findings of the study are complete in themselves. In order to test the validity of this research findings, it is desirable to carry out further research in this area involving more and more number of schools and students. On the other hand, this research was limited to three areas of grammar within 20 classes only. Similar type of research can be carried out on the other areas of grammar like "transformation of sentences". "Reported Speech", 'Voice and so on for long period of time for the verification of its effectiveness.

References

- Best, J.W. & Kahn, J.V. (2007). *Research in education*. London: Prentice Hall.
- Bhandari, R.B. (2006). *A study on effectiveness of teaching grammar through consciousness raising techniques: A practical study*. An Unpublished Thesis of M.Ed. T.U., Kirtipur.
- Celce- Murcia, M. & Larsen-Freeman, D. (1999). *The grammar book*. New York: Heinle and Heinle Publishers.
- Celce-Murcia, M. & Hilles, S. (1988). *Techniques and resources in teaching grammar*. England: OUP.
- Crystal, D. (1996). *A dictionary of linguistics and phonetics*. USA: Blackwell.
- Harmer, J. (1987). *Teaching and learning grammar*. London: Longman.
- Harmer, J. (1991). *The practice of English language teaching*. London: Longman.
- Karki, P.B. (1999). *A study on the effectiveness of teaching subject verb and agreement through inductive method*. An Unpublished M.Ed. Thesis, Department of English Education, T.U.
- Kumar, (1990). *Research methodology*. New Delhi: Sage Publication.
- Lado, R. (1961). *Language testing, the construction and use of foreign language tests*. London: Longman.
- Neupane, M. (2009). Processing instruction: An input based approach for teaching grammar. *Journal of NELTA*, 14/13, 1-2.
- Nunan, D. (1992). *Research methods in language learning*. Cambridge: C.U.P.
- Nunan, D. (1996). *Academic writing for nursing students*. Hong Kong: The English Centre.
- Palmer, F. (1971). *Grammar*. Harmondsworth: Penguin.
- Pandey, G.P. (2004). *Effectiveness of language games in teaching grammar*. An Unpublished M.Ed. Thesis, Department of English Education. T.U.
- Paneru, D.R. (2009). *Use of computer for teaching English grammar*. An Unpublished M.Ed. Thesis, Department of English Education, T.U.

- Panta, B.P. (2004). *A study on the effectiveness of discovery technique in teaching subject verb agreement: A practical study*. An Unpublished M.Ed. Thesis, Department of English Education, T.U.
- Rai, V.S. et al. (1999). *English book of grade nine*. Bhaktapur: Curriculum Development Centre.
- Richards, J.C. et al. (1985). *Longman dictionary of applied linguistics*. London: Longman.
- Shah, R.N. (2010). *Teaching grammar through inductive method*. An Unpublished M.Ed. Thesis, Department of English Education T.U.
- Sharma, B. (2000). *Effectiveness of teaching reported speech in English deductively and inductively*. An Unpublished M.Ed. Thesis, Department of English Education, Kathmandu, T.U.
- Sinha, R.P. (1993). *How to write correct English*. Patna: Bharati Bhawan.
- Thornbury, S. (Eds. 1999). *How to teach Grammar*. London: Pearson Education Ltd.
- Ur, P. (1988). *Grammar practice activities: A practical guide for teacher*. Cambridge: CUP.
- Ur, P. (1996). *A course in language teaching practice and theory*. Cambridge: CUP.

APPENDIX I

Test Item

Name: F.M.: 100
School: Time: 3hrs
Class:
Group:

Text: One

1. Read the following text and do the activities given below:

"Hello, Arati, What do you plan to do during the holidays?"

"I plan to go to India with my aunt. We want to see the Taj Mahal, which is in Agra. You know, it's the most beautiful building ever made, one of the seven wonders of the world."

"It's a monument, isn't it?"

"Yes, it was built by a Moghul emperor in memory of his beloved queen".

"How long will you be in India?"

"I'll be there for a week. I want to see other interesting places as well. We'll go to Mumbai, and spend a couple of days there. I haven't seen the sea yet so I'll go to the sea and lie on the beach. How about you Neelam?"

"I'm going to Jomson with my parents."

"Are you flying there?"

"Yes, but we'll spend a couple of days in Pokhrara. I'll go boating on Phewa Tal and visit the Mahendra cave and Davis Falls."

"Where will you stay in Jomson?"

"In a Thakali hotel. Dad says they have very nice food and clean rooms. They are cheap as well. We'll stay there overnight and the next day we'll go trekking to Muktinath. I hope the weather is nice. We want to see the famous temple. I'll also look for fossils, Shaligrams. They are found in the Kali Gandaki, aren't they?"

"You'll also see the orchards and snow-covered mountain peaks."

"What I like about traveling is, you not only see things and places but meet people and get to know about their way of life."

"That's true. You learn a lot of things through travel. It broadens the mind."

C. Tick the best answer.

2×5 = 10

- a) The familyfor vacation once a year.
- | | |
|----------|---------|
| a) go | b) goes |
| c) going | d) went |
- b) Theyat 6 P.M.
- | | |
|----------------|----------------|
| a) arrived | b) will arrive |
| c) is arriving | d) arrives |
- c) The students are class work now.
- | | |
|----------|---------|
| a) do | b) did |
| c) doing | d) does |
- d) I'mto Jomsom with my parents.
- | | |
|----------|---------|
| a) going | b) go |
| c) went | d) gone |
- e) The next day they trekking to Muktinath.
- | | |
|------------------|-------------|
| a) go | b) will go |
| c) will be going | d) going to |

Text: Two

Read the given text and do the activities given below:

Hariram Agrawal is a wealthy businessman. His wife phoned him an hour ago to tell him that their son hadn't returned home from school. Hariram told her not to worry and came home at once. He's just arrived to find his wife in tears.

"Chanda, what's wrong? Is it Lokesh?" he asks.

"Yes. I found this note on his bed."

"What do you mean?"

She didn't say anything, just handed him the note.

"Mama! My friends have planned a picnic and I have given my word to join it. When I asked for money, papa did not listen to me. You know he pays no attention to me. Mama, although I don't know where to go, I am looking for some ways out. Please don't try to look for me. I love you, mama.

You loving son,

Lokesh."

"Lokesh!" Chanda started sobbing. "Oh! Please be quiet, Chanda," Hariram told his wife. "Have you phoned his friends? How about phoning them?"

"I have. Nobody know where Lokesh is. Our only son! It's all your fault. I told you to give him money for the picnic, but you never pay attention to what I say". "Oh Chandda, Chanda, please! I realize that I've made a terrible mistake, but what should we do now?"

"If I were you, I'd go to the police. They can find him."

"That's good idea. The only thing is, I don't like going to the police. How about putting an advertisement in the newspaper saying "Dear son Lokesh, come back home. We won't ignore you again and we love you very much. Papa and Mama."

"You'd better put that on radio and T.V. as well. Perhaps with Lokesh's photograph," Chanda said.

Just then the telephone rang. Hariram picked up the receiver and asked who was speaking.

"My name is Ramesh. You don't know me, but I'm a friend of Lokesh. He is here at my house. Do you want to speak to him?"

"Yes, of course," said Hariram. "Let me speak to him."

A. Tick the best answer.

1×5 = 5

- a) If you study hard
 - i) You would have passed the exam.
 - ii) You will pass the exam.
 - iii) You would pass the exam.
 - iv) You would have pass the exam.
- b) If I were you.....
 - i) I would go to the police.
 - ii) I will go to the police.
 - iii) I will went to the police.
 - iv) I will have gone the police.
- c) If it rains tomorrow
 - i) I won't come.
 - ii) I would not come.

- iii) I will not coming.
- iv) I will have come.
- d) You would be better to go to hospital, if you
 - i) are not well
 - ii) feel unhealthy
 - iii) were sick
 - iv) are unhealthy
- e) If Iyou, I would help her.
 - i) be
 - ii) was
 - iii) were
 - iv) are

2. Advise your partner in these situation. Your partner wants to go to $3 \times 5 = 15$

- a) the airport, but hasn't got enough money for a taxi.
.....
- b) buy a birthday present but has very little money.
.....
- c) take an exam, but is not well prepared.
.....
- d) leave, but it's raining.
.....
- e) read but no books
.....

3. Match the following: $1 \times 10 = 10$

- | | |
|----------------------------|----------------------------------|
|) If I were you | I will take umbrella. |
|) If it rains | I would buy a car. |
|) If I had money | I'd take the job. |
|) If you write a letter | I could have told the news. |
|) If I had met her earlier | I will post it |
|) If I were a rich | I would buy a house |
|) We could understand it | If you explained it more slowly. |

- | | |
|-------------------------|------------------------|
|) I will take your book | If there is crowded. |
|) If you invite me | If you give permission |
|) I can't sit | I will come with her |

Text: Three

Read the given text and do the activities given below:

Breathing is one of the easiest things that human beings can do, but it is also one of the most important. If breathing stops, for whatever reason, death immediately follows.

When breathing stops we need immediate help mouth-to-mouth resuscitation. The procedures for mouth-to-mouth resuscitation are as follows:

- A. First place the patient on his or her back on a firm surface.
- B. Then clear out anything (for example, food) from the mouth.
- C. After that, pinch the patient's nose with your fingers to prevent any leakage.
- D. Seal the patient's mouth with your mouth so that no air escapes.
- E. Then blow air into the patient's mouth until the chest is seen to expand.
- F. The process should be repeated 10-15 times per minute until the patient's breathing begins again.

1. Read the text again and write a similar instruction about how to correct the time on a watch (use imperative sentences) 1×10 = 10

.....

.....

.....

.....

.....

2. Transform the following sentences into imperative. 2×10 = 20

- i) You ring the bell.
.....
- ii) You should not cry.
.....
- iii) I want to go there.
.....

iv) He comes here.

.....

v) Rita lives in this area.

.....

vi) They do not have to go there now.

.....

vii) I want to take your book.

.....

viii) Some hit her.

.....

ix) People always walk slowly in village.

.....

x) I want to sleep well.

.....

3. Write true if the given statements are imperative and false if they are not used imperatively.

1×5 = 5

i) take out anythings which is in the patient's mouth. ()

ii) you should close the patient's nose firmly with your finger. ()

iii) shut the patient's mouth firmly with your mouth. ()

iv) are you blowing air into the patient's lungs? ()

v) repeat the process 10 to 15 times per minute. ()

APPENDIX II

Lesson Plan No.: One

School: Shree Mahendra Secondary School

Class: Nine

Date: 2067-8-20

Subject: English

Period: 1st

Unit: One

Group: A

Teaching Item: Grammar (simple present)

Objectives: At the end of this lesson, the students will be able to

- (i) Underline the sentences which are in the form of simple present tense.
- (ii) Make five similar type of sentences based on to the text.

Materials: Textbook of grade 9 (page 20)

Activities

-) The teacher motivates the students by telling an interesting travel's story about herself.
-) Then she slowly starts the lesson by reading the text loudly and asks all students to listen the text carefully.
-) The teacher writes the verb form of simple present tense and asks students to relate those verb forms with the sentences given in the text.
-) Students are asked to highlight the sentences which are in present simple form.
-) Student try to understand the text with the help of teacher and they check the form of the simple present tense again.
-) The teacher tries to provide the meaningful context by means of text to the students.
-) Students check the meaning of text and compare with grammatical items.
-) They try to make similar type of sentences on the basis of sentences that are given in the text.

Evaluation

- (i) Underline any two sentences which are in simple present form.
- (ii) Make five similar types of sentences of your own in simple present tense.

School: Shree Mahendra Secondary School

Class: Nine

Date: 2067-8-20

Subject: English

Period: 2nd

Unit: One

Group: B

Teaching Item: Grammar (simple present tense)

Objectives: At the end of this lesson students will be able to

- (i) Underline those sentences which are in simple present tense.
- (ii) Make any five sentences using simple present tense.

Materials: Text book of grade nine

Activities

-) The teacher motivates the students by telling her travel plans.
-) Then she starts the lesson with some individual sentences of simple present tense in the board which are unrelated with each other. For example, It is the most beautiful building, Taj Mahal is in Agra, I go to India. Then she explains the rules and some possible situation where the simple present tense is appropriate, and asks student to make some sentences in their note book.
-) She asks the students to underline the sentences which are in simple present tense in the given text.
-) Students try to make similar type of sentences in simple present tense according to the rule given by the teacher.

Evaluation

-) Underline any two sentences which are in simple present tense.
-) Make five sentences of simple present tense.

Lesson Plan No.: Two

School: Shree Mahendra Secondary School

Class: Nine

Date: 2067-9-12

Subject: English

Period: 1st

Unit: Five

Group: A

Teaching Item: Grammar (Imperative)

Objectives: On Completion of this lesson students will be able to make five imperative sentences used in their real context.

Materials: Textbook of grade nine

Activities

-) At first teacher motivates the students by telling one interesting story related to the topic.
-) Then she read the text unit 5 'mouth to mouth resuscitation'. She explains the procedures for mouth to mouth resuscitation and try to make it meaningful for the students.
-) She asks students to observe the initiation of every sentences in the text.
-) She clarifies that for making instruction we only use imperative sentences and they are started with verb and give command and request.
-) Students are asked to find out the imperative sentences from the text at that time students easily highlight the imperative sentences in the text.
-) They try to make similar type of sentences based on the text. The teacher provides some exercises used in their daily life for practice, if any problem occurs the teacher will help them.

Evaluation: Make five imperative sentences of your own.

School: Shree Mahendra Secondary School

Class: Nine

Date: 2067-9-12

Subject: English

Period: 2nd

Unit: Five

Group: B

Teaching Item: Grammar (Imperative)

Objective: On completion of this lesson students will be able to make five imperative sentences of their own.

Materials: Textbook of grade nine

Activities

-) At first teacher motivates the students by telling one interesting story related to the topic.
-) Then she starts the new lesson by writing some imperative sentences in the board like open your mouth, close your eye etc.
-) Teacher explains the situation and ways of making imperative sentences. Like imperative sentence always starts with verb and gives command and request and she clarifies that for making instruction imperative sentences are necessary.
-) Students are asked to write those sentences which are written on the board and asked to make similar other sentences if they can't make teacher will help them.

Evaluation: Make any five imperative sentences of your own.

APPENDIX III

Rank of the Students according to Pre-Test

S.N.	Name of Students	Marks Obtained
1.	Apsana Shrestha	70
2.	Mandira Niraula	70
3.	Sajay Neupane	68
4.	Maina Tamang	67
5.	Priyanka Mainali	67
6.	Jiwan Tamang	65
7.	Sunita Thapa	64
8.	Tirtha Raj Regmi	64
9.	Abhishek Rai	61
10.	Pratibha Adhikari	61
11.	Mamata Rai	60
12.	Chandra Tamang	60
13.	Amit Bhattarai	59
14.	Goma Thapa	59
15.	Anu Puri	58
16.	Pooja Nepal	56
17.	Bishuka Rai	56
18.	Mukesh Subedi	55
19.	Pratistha Tamang	55
20.	Prasuna Timsina	55
21.	Diwash Poudel	54
22.	Sagar Bhattarai	53
23.	Prem Kumar Rai	53
24.	Kamala Basnet	52
25.	Sarita Dhamala	50
26.	Dil Kumar Rai	50
27.	Ranjana Magar	49
28.	Nitesh Tamang	42
29.	Dipendra Dangal	41
30.	Barun Dev Ghimire	40

Pre Test Result of Group (A)

Rank of Students	Marks Obtained
1	70
3	68
5	67
7	64
9	61
11	60
13	59
15	58
18	55
20	55
22	53
24	52
26	50
28	42
30	40

Pre-Test Result of Group (B)

Rank of Students	Marks Obtained
2	70
4	67
6	65
8	64
10	61
12	60
14	59
16	56
17	56
19	55
21	54
23	53
25	50
27	49
29	41

Post Test Result of Group (A)

Rank of Students	Marks Obtained
1	75
3	73
5	72
7	74
9	73
11	70
13	69
15	70
18	63
20	57
22	58
24	56
26	55
28	45
30	46

Post Test Result of Group (B)

Rank of Students	Marks Obtained
2	72
4	68
6	65
8	65
10	62
12	60
14	65
16	63
17	60
19	60
21	59
23	60
25	55
27	51
29	50

APPENDIX IV

Item Wise Table of Pre and Post-Test Result

The Result in Tense (Set A)

Group A

Total Marks: 35

S.N.	Pre Test	Post Test	D	D%
1	24	26	2	8.33
3	22	25	3	13.63
5	22	24	2	9.09
7	20	26	6	30
9	20	25	5	25
11	20	24	4	20
13	20	23	3	15
15	20	23	3	15
18	17	20	3	17.64
20	16	17	1	6.25
22	16	17	1	6.25
24	16	18	2	12.50
26	15	17	2	13.33
28	12	13	1	8.33
30	11	14	3	27.27
T.M.	271	312	41	227.62
A.M.	18.066	20.80	2.73	15.17

Group B

S.N.	Pre Test	Post Test	D	D%
2	24	25	1	4.16
4	22	23	1	4.54
6	23	23	0	0
8	20	22	2	10
10	20	21	1	5
12	20	20	0	0
14	20	23	3	15
16	18	22	4	22.22
17	18	20	2	11.11
19	17	19	2	11.76
21	17	20	3	17.64
23	16	19	3	18.75
25	15	17	2	13.33
27	15	16	1	6.66
29	12	15	3	23
T.M.	277	305	28	165.17
A.M.	18.46	20.33	1.86	11.01

Result in Conditional (Set B)

Group A

Total Marks: 30

S.N.	Pre Test	Post Test	D	D%
1	22	23	1	4.54
3	22	23	1	4.54
5	21	23	2	9.54
7	20	23	3	15
9	19	22	3	15.75
11	18	22	4	22.22
13	17	22	5	29.41
15	17	22	5	29.41
18	17	18	1	5.88
20	18	19	1	5.55
22	16	18	2	12.50
24	15	16	1	6.66
26	17	18	1	5.88
28	11	12	1	9.09
30	10	12	2	20
T.M.	260	293	33	195.87
A.M.	17.33	19.53	2.20	13.058

Group B**Total Marks: 30**

S.N.	Pre Test	Post Test	D	D%
2	22	22	0	0
4	21	21	0	0
6	20	20	0	0
8	20	20	0	0
10	17	17	0	0
12	18	18	0	0
14	17	20	3	17.64
16	17	17	0	0
17	17	18	1	5.88
19	17	19	2	11.76
21	16	19	3	18.75
23	16	19	3	18.75
25	14	17	3	21.42
27	14	14	0	0
29	10	14	4	40
T.M.	256	275	19	134.20
A.M.	17.06	18.33	1.13	8.29

Result in Imperative (Set C)

Group A

Total Marks: 35

S.N.	Pre Test	Post Test	D	D%
1	24	26	2	8.33
3	24	25	1	4.16
5	24	24	0	0
7	24	25	1	4.16
9	22	26	4	18.18
11	22	24	2	9.09
13	22	24	2	9.09
15	21	25	4	19.04
18	21	25	4	19.04
20	21	21	0	0
22	22	21	0	0
24	21	22	1	4.76
26	18	19	1	5.55
28	19	20	1	5.26
30	19	20	1	5.26
T.M.	323	347	24	200.40
A.M.	21.53	23.13	16	13.36

Group B**Total Marks: 35**

S.N.	Pre Test	Post Test	D	D%
2	24	25	1	4
4	24	24	0	0
6	22	22	0	0
8	24	24	0	0
10	24	24	0	0
12	22	22	0	0
14	22	22	0	0
16	21	21	0	0
17	21	21	0	0
19	21	21	0	0
21	21	21	0	0
23	21	21	0	0
25	21	21	0	0
27	20	20	0	0
29	19	19	0	0
T.M.	307	328	1	4
A.M.	20.46	21.86	0.067	0.29

APPENDIX – V

The Group-Wise Result (Total Marks)

Group A

S.N.	Pre Test	Post Test	D	D%
1	70	75	5	7.14
3	68	73	5	7.35
5	67	72	5	7.46
7	64	74	10	15.62
9	61	73	12	19.67
11	60	70	10	16.66
13	59	69	10	16.94
15	58	70	12	20.68
18	55	63	8	14.54
20	55	57	2	3.63
22	53	58	5	9.43
24	52	56	4	7.69
26	50	55	5	10
28	42	45	3	7.14
30	40	46	6	15
T.M.	854	956	102	178.95

Group B

S.N.	Pre Test	Post Test	D	D%
2	70	72	2	2.85
4	67	68	1	1.49
6	65	65	0	0
8	64	65	1	1.56
10	61	62	1	1.63
12	60	60	0	0
14	59	65	6	10.16
16	56	63	7	11.50
17	56	60	4	7.14
19	55	60	5	9.09
21	54	59	5	9.25
23	53	60	7	13.20
25	50	55	5	10
27	49	51	2	4.08
29	41	50	9	21.95
T.M.	860	915	55	104.90

The Result as a Whole (Average Marks)

Group A

S.N.	Pre Test	Post Test	D	D%
1	70	75	5	7.14
3	68	73	5	7.35
5	67	72	5	7.46
7	64	74	10	15.62
9	61	73	12	19.67
11	60	70	10	16.66
13	59	69	10	16.94
15	58	70	12	20.68
18	55	63	8	14.54
20	55	57	2	3.63
22	53	58	5	9.43
24	52	56	4	7.69
26	50	55	5	10
28	42	45	3	7.14
30	40	46	6	15
T.M.	854	956	102	178.95
A.M.	56.93	63.73	6.8	11.93

Group B

S.N.	Pre Test	Post Test	D	D%
2	70	72	2	2.85
4	67	68	1	1.49
6	65	65	0	0
8	64	65	1	1.56
10	61	62	1	1.63
12	60	60	0	0
14	59	65	6	10.16
16	56	63	7	11.50
17	56	60	4	7.14
19	55	60	5	9.09
21	54	59	5	9.25
23	53	60	7	13.20
25	50	55	5	10
27	49	51	2	4.08
29	41	50	9	21.95
T.M.	860	915	55	104.90
A.M.	57.33	61	3.66	6.99